

# **Essential Programs & Services Funding Model: A Status Report**

**A Presentation by**



**The State Board of Education  
with assistance from  
the Department of Education**

**December, 2002**

# Goal

**The goal of the Essential Programs and Services Model is to insure that all schools have the programs and services that are essential if all students are to have equitable educational opportunities to achieve Maine's *Learning Results*.**

# All Students Achieving the Maine Learning Results

*means*

**“Achieving common ends through uncommon means”**

- ❖ Adequate resources based on each child's unique needs.
- ❖ Distribution and use of resources is best determined at the local school district level.



# The Promise of Essential Programs & Services

Of three approaches used to fund education in Maine, only one is explicitly designed to achieve the Learning Results:

- ✘ Expenditure-based funding (*based on what had been spent in past years*)
- ✘ Revenue-based funding (*based on available revenues*)
- ✱ Adequate funding (*Based on the funds needed for all children to achieve the Learning Results.*)

# **An Equitable School Funding Formula Provides Answers to Four Key Questions**

1. How much should it cost to educate our children?  
(Addressed in EPS Model)
2. How much of the total costs should the state pay?  
(Addressed in EPS Legislation)
3. How much of the costs of educating each child is the specific responsibility of the community verses the responsibility of the state? (Not addressed in EPS)
4. How should the state and local communities each pay for their share of the costs of education? (Not addressed in EPS)



# **What is Required To Achieve Adequate Funding in every school?**

- The amount of money in support of each child must be sufficient, based on each child's unique needs. It must be enough for salaries, instructional materials & supplies, operation & maintenance of facilities, etc.).
- The additional costs of special needs students (Special Education, LEP - Limited English Proficiency, Disadvantaged Youth, etc.) must also be recognized.

# What Instructional Areas Are Included in Essential Programs & Services?

**All programs and courses that Maine schools offer to all students so that they may meet Maine's *Learning Results* standards:**

- Career Preparation
- English Language Arts
- Health & Physical Education
- Mathematics
- Modern and Classical Languages
- Science and Technology
- Social Studies
- Visual and Performing Arts



# What Resources & Services Are Included in Essential Programs & Services?

## **A. School Personnel**

1. Regular classroom and special subject teachers
2. Education technicians
3. Counseling/guidance staff
4. Library staff
5. Health staff
6. Administrative staff
7. Support/clerical staff
8. Substitute teachers

## **B. Supplies and Equipment**

## **C. Resources for Specialized Student Populations**

1. Special needs pupils
2. Limited English Proficiency (LEP) pupils
3. Disadvantaged pupils
4. Primary (K-2) grade pupils

## **D. Specialized Services**

1. Professional development
2. Instructional leadership support
3. Student assessment
4. Technology
5. Co-curricular and extra-curricular student learning

## **E. District Services**

1. System administration
2. Maintenance of operations

## **F. School Level Adjustments**

1. Vocational Education
2. Transportation
3. Small schools
4. Debt services



# **What are the Essential Programs and Services Costs?**



**A Works in Progress**

# Essential Programs & Services Guiding Personnel Ratios

Personnel	Elementary Level	Middle Level	Secondary Level
Classroom & Special Subject Teachers	1-17	1-16	1-15
Education Technicians	1-100	1-100	1-250
Guidance Staff	1-350	1-350	1-250
Library Staff:			
Librarian	1-800	1-800	1-800
Media Assistant	1-500	1-500	1-500
Health Staff	1-800	1-800	1-800
School Administrative Staff	1-305	1-305	1-315
Clerical Staff	1-200	1-200	1-200

# Sample Teacher Salary Index Matrix

Weights for Education Level and Years of Experience

Education Level					
Years of Experience	BA	BA+	MA	MA+30 /Cert.	Doctorate
<1	1.00	1.05	1.15	1.25	1.50
1-5	1.10	1.15	1.25	1.35	1.60
6-10	1.25	1.30	1.40	1.50	1.75
11-15	1.50	1.55	1.65	1.75	2.00
16+	1.80	1.85	1.95	2.05	2.30



# **A. School Personnel Costs**

**Year One:** Based on most recent school district salary structures.

**Following Years:** Year One costs, plus inflation adjustment.

## **B. Supplies and Equipment Costs (2002-03)**

- Cost based on analysis of higher performing schools:
  - \$324 for K-8 grades
  - \$488 for 9-12 grades

# C. Resources for Specialized Student Populations

1. Special needs pupils (new approach still under development)
2. Limited English Proficiency (LEP) Pupils  
Three level weighted pupil count formula ranging from 1.30 to 1.60, depending on the total number of LEP pupils in a school district.
3. Economically Disadvantaged Pupils  
A 1.15 weighted pupil count for each child in a school district eligible for free or reduced lunches.
4. Grade K-2 Pupils  
A 1.10 weighted pupil count for each child in grades K-2 in a school district. (Targeted funds)



## D. Specialized Services Costs (2002-03)

1. Professional development: \$55 per pupil (K-12)
2. Instructional leadership support: \$25 per pupil (K-12)
3. Student assessment: \$115 per pupil (K-12)  
(Targeted funds)
4. Technology resources: \$175 per pupil (K-12)  
(Targeted funds)
5. Co- & extra curricular: \$30 per pupil (K-8)  
\$68 per pupil (9-12)

## E. District Services (2002-03)

1. System Administration: \$287 per pupil (K-8)  
\$292 per pupil (9-12)
2. Maintenance of Operations: \$783 per pupil (K-8)  
\$977 per pupil (9-12)

## F. School Level Adjustments

- |                          |  |
|--------------------------|--|
| 1. Vocational Education: | Current practice, until new funding approach is developed. |
| 2. Transportation:       | Current practice, until new funding approach developed.    |
| 3. Small Schools:        | Under study.   |
| 4. Debt Service:         | Current practice.  |



# How Should any Regional Education Cost Differences be Determined?

**Method A:** Calculation of regional education cost differences in housing costs in Maine's 35 labor market areas.

*OR*

**Method B:** Calculation of regional education cost differences based on differences in teacher salary costs in Maine's 35 labor market areas.

# LD 2103, An Act Regarding Essential Programs and Services

Other provisions in LD2103:

- EP&S funding must be phased-in beginning in FY 2003-04 and be fully implemented by FY 2007-08
- Aggregate State must fund 50% of EP&S costs by FY 2007-08
- Cushions must be used during the phase-in period and must be eliminated by FY 2007-08
- Research covering “Best Practices” in schools shall be continued in an effort to use educational funding in an effective way.
- Each school administrative unit shall make its own determination of how funds are to be used other than for targeted funds



# The Democratic Imperative and School Finance Reform

Three democratic values are deeply rooted in our history and society. These three values are liberalism, republicanism, and egalitarianism. As Rebell (1998) states:

Education is the sector of American society in which the liberal, republican and egalitarian ideals have been most consistently and harmoniously expressed because schooling promises to provide all of the nation's children with an equal opportunity to gain the skills necessary to pursue individual advancement and the civic values required to participate actively in the democratic culture.

American society sometimes lives up to the ideals of its democratic creed, but at other times it does not. A gap between the real and the ideal is usually tolerated by the body politic. This tolerance is, however, fragile, and at times it results in the eruption of a “democratic imperative” fueled by a moral passion for reform.

In the case of education reform:

This democratic imperative proclaims that the nation cannot permanently abide a situation in which large numbers of children are denied an adequate education, and in which those with the greatest educational needs systematically receive the fewest educational resources.